

# The Structure of a Read, Write Inc Reading lesson.





The programme is centred around success for the children- confidence and enjoyment in reading is the key.

The lessons run over 3 days and develop both decoding and comprehension skills.

The children have the opportunity to develop their vocabulary and talk about the books they are reading.

Over the course of the 3 days the children complete 7 different reading activities.
















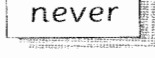








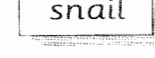





The format of the activities stays the same for each book so the children quickly become familiar with them.

Adults model reading strategies and children work together with a partner.

Each Read Write Inc lesson begins with a 'Speed Sounds' lesson. This is where children are taught a new sound. Each week children will learn 2-3 sounds, and will revisit previous sounds taught.

The lesson follows the same pattern each day so children quickly become familiar with them.



Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
<b>er</b> (special friends – see p.40)	 er – a better letter  Choose 3–4 words: over, never, better, weather, after, hamster, litter, proper, corner, supper	 er	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: never, better, weather, after, proper, corner	 Words from previous Set 2 and 3 lessons.	  Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): never, better, weather, after, proper, corner	 Ask children to write two or three previously taught words.
<b>ow</b> (special friends – see p.40)	 ow – brown cow  Choose 3–4 words: howl, how, down, brown, cow, town, crowd, down, now, gown	 ow	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: how, down, brown, cow, town, now	 Words from previous Set 2 and 3 lessons.	  Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): how, down, brown, cow, town, now	 Ask children to write two or three previously taught words.
<b>ai</b> (special friends – see p.40)	 ai – snail in the rain  Choose 3–4 words: paid, snail, tail, drain, paint, Spain, chain, train, rain, stain	 ai	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: snail, paid, tail, train, paint, rain	 Words from previous Set 2 and 3 lessons.	  Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): snail, paid, tail, train, paint, rain	 Ask children to write two or three previously taught words.

The first four activities prepare the children for reading the book.

### Reading Activity 1

This activity reinforces the sounds that are covered in the story.

The children work in partners to quickly read the sounds at the front of the book.

### Reading Activity 2

In this activity the children practice their Fred talk reading words that they will meet in the book.

chip night moon

The teacher also uses my turn your turn to develop instant recognition of Red words.

does all said

### Reading Activity 3

In activity 3 the teacher introduces the story in a way that engages the children.

### Reading Activity 4

This activity checks any vocabulary that the children maybe unfamiliar with.

Keen fed up chunk



## Activity 5

By the time the children reach Reading Activity 5 they have already read many of the words they will meet in the story, they are familiar with the storyline and are familiar with any new vocabulary.

In this activity the children take turns to read the story. So Partner 1 points to the words, whilst partner 2 reads - the partners then swap at the bottom of each page.

The teacher then reads the story to the children to model reading with fluency. The Children follow and 'jump in' with the word when the teacher hesitates.

## Reading Activity 6

The children re read the story as in Activity 5. The children then Discuss and answer the Questions to talk about at the back of the book.

## Reading Activity 7

This activity focuses on reading with fluency and expression.



## Reading at home

The children will bring home the book they have been reading at school on Wednesday and should be returned on Friday. By **reading** the same story three times a week before it is sent home helps children develop their fluency in reading and their comprehension skills.

The children will also bring home a story book that is intended to be shared with an adult.



# How can you help your child?

- By using pure sounds
- Knowing the graphemes
- Understand how 'Fred' helps with reading
- By reading your child lots of lovely stories and asking lots of questions.

